DOCUMENT RESUME

ED 300 292 SO 019 384

AUTHOR Patrick, John J.
TITLE Social Studies at James Madison High School: A Curriculum Review.
PUB DATE 11 Apr 88
NOTE 30p.; Lecture to the Faculty of Southwest Texas State University (San Marcos, TX, April 11, 1988).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Core Curriculum; Curriculum Development; High Schools; *Social Studies
IDENTIFIERS Bennett (William J); *Critical Evaluation; *James Madison High School Curriculum

ABSTRACT

In 1987 U.S. Secretary of Education, William J. Bennett, published "James Madison High School: A Curriculum for American Students" that proposed a core curriculum for high schools. In response to that publication, this paper examines the core curriculum as it affects social studies. The social studies sequence emphasized history (ninth and tenth grades), geography (ninth and tenth grades), and government/civics (eleventh grade) with elective courses in non-Western civilizations and economics (twelfth grade). This sequence was in response to the presumed problems of fragmentation and incoherence in the organization of content. The strength of this core curriculum includes the coherence and integration of its organization that contribute to comprehension and retention and its balanced approach to content and cognitive processes that should contribute substantially to cultural literacy. The obvious weaknesses involve the omissions of science and technology as social forces, economics in history and government, the studies of non-Western cultures, and the insufficient flexibility in teaching methods. Critics of Bennett's proposal claimed that it did not consider the needs of the majority of students and its standards were unattainable while other critics opposed a curriculum that maintained and strengthened the idea (which they reject) of a common national culture. The appendix contains an overview of the four-year curriculum plan and descriptions of the social studies required courses. (DJC)

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SOCIAL STUDIES AT JAMES MADISON HIGH SCHOOL: A CURRICULUM REVIEW*

BY

JOHN J. PATRICK

*Prepared for a lecture to the Faculty of Southwest Texas State University, San Marcos and presented on April 11, 1988.

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SOCIAL STUDIES AT JAMES MADISON HIGH SCHOOL: A CURRICULUM REVIEW*

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What should be taught and learned in schools? What should be our priorities in selecting and organizing content? How can a proposed curriculum be justified? These are key questions of curriculum design at all levels of schooling.

During the 1980s, responses to these perennial questions have emphasized core content, knowledge that virtually all students should be expected to learn. Ernest Boyer, leading spokesman of the Carnegie Foundation for the Advancement of Teaching, has argued that, "A core of common learning is essential. The basic curriculum should be a study of those consequential ideas, experiences, and traditions common to all of us. . . ."[1] Boyer's opinion has been supported and restated again and again by leaders of various organizations with quite different images and agendas (e.g., the College Entrance Examination Board, Council for Basic Education, Education Commission of the States, and the Committee for Economic Development).[2]

Secretary of Education William J. Bennett joined the advocates of core content in the high school curriculum with publication last December of James Madison High School: A Curriculum for American Students.[3] Secretary Bennett used the name of our fourth President for his hypothetical high

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school, because he admires ideas on education, citizenship, and free government that were expressed by James Madison. In 1822, Madison wrote: "A popular Government, without popular information . . . is but a Prologue to a Farce or a Tragedy; or perhaps both. Knowledge will forever govern ignorance: And a people who mean to be their own Governors, must arm themselves with the power which knowledge gives."[4]

As an educator in the social studies, I am especially interested in curriculum proposals that stress core content in history and the social sciences and its relationship to citizenship in a free society. So, my agenda today is to respond to the following questions about the curriculum in social studies at Secretary Bennett's James Madison High School:

(1) What core courses and content are proposed in general and in the social studies in particular?

(2) Why should this core content be taught and learned by the great majority of students? (What is the rationale for this proposed core curriculum?)

(3) What are the strengths of the core curriculum in social studies at James Madison High School?

(4) What are the weaknesses of this curriculum?

(5) What continuing issues and questions about educational reform are raised by this proposed core curriculum?

In responding to these questions, I am using the core curriculum proposal of Secretary Bennett as a representative example of a current movement in educational reform. It serves as a focal point for examination of recommendations, from various sources, about priorities in general education.

What Core Courses and Content Are Proposed?

About seventy-five percent of this four-year high school curriculum is given to the core curriculum, which includes:

- Four years of courses in English, which introduce students to great literature of America, Britain, and other parts of the world.
- Three years of mathematics: All students take algebra and geometry and then have an advanced algebra course which includes an introduction to trigonometry.
- Three years of science: Courses are chosen from among offerings in astronomy, geology, biology, chemistry, physics, and principles of technology.
- Two years of a single foreign language.
- Two years of physical education and studies of health.
- One year of fine arts, including one semester courses in art history and music history.
- Three years of social studies: courses treat Western civilization, American history, principles and institutions of democracy in the United States, and American democracy in world-wide perspective.

Let's take a careful look at the social studies portion of this core curriculum (my special concern). Three subjects are emphasized: history, geography, and government/civics. But the integrative discipline of history is the foundation.

In the ninth-grade, all students take a one-year survey of Western civilization from its beginnings in the classical civilizations of Greece and Rome through the first-half of the twentieth century.

In the tenth-grade, the requirement is a one-year survey of American history from the era of European exploraton and discovery to the present. The study of geography in relationship to history is emphasized in these ninth- and tenth-grade history courses.

In the eleventh-grade, students must complete two semesters of coursework based in government/civics and international relations. The first-semester course, Principles of American Democracy, treats fundamentals of American government and political philosophy. Ideas and institutions of American constitutional government are featured. Basic documents in the civic heritage of the United States are analyzed and appraised (e.g., the Declaration of Independence, Constitution, Federalist Papers, Gettysburg Address, Letter From Birmingham Jail, and others). The second-semester course, American Democracy and the World, involves study of the United States in world affairs during the latter-half of the twentieth century,

comparisons of democratic and despotic systems of government in the modern world, and international relations throughout our contemporary world.

Students in the twelfth grade are not required to take a course in the social studies. However, electives are available in economics and the history of non-Western civilizations.

All courses in this curriculum involve development of skills in thinking and communication. Writing assignments are stressed, and so is critical thinking about questions and issues in history and government. Content is taught in concert with cognitive processes.

What are the overarching goals of this core curriculum? Here is Secretary Bennett statement about purposes: "We want our students--whatever their plans for the future--to take from high school a shared body of knowledge and skills, a common language of ideas, a common moral and intellectual discipline. . . . We want them to know how to think for themselves, to respond to important questions, to solve problems, to pursue an argument, to defend a point of view, to understand its opposite, and to weigh the alternatives. We want them to develop, through example and experiences, those habits of mind and traits of character properly prized by our society. . . . We may vary our pedagogy to achieve our educational goals, but we must jealously retain and guard these goals. . . ."[5]

What Is the Rationale for This Core Curriculum?

The rationale for this high school core curriculum is rooted in assumptions about capabilities and needs of individuals, standards of excellence and equity, and requisites of effective citizenship in our American constitutional democracy.

First of all, this core content proposal is based on the optimistic belief that most students can master it and that virtually all of them can benefit greatly from exposure to it. Higher expectations, realistic and challenging courses of study, and effective presentation of meaningful content are proclaimed as keys to achievement for the majority of our students, including those from disadvantaged socio-economic backgrounds. "James Madison High School is a curriculum for the students we have," says Secretary Bennett, "not for an imaginary class of teen-aged wizards."[6]

Secretary Bennett and other advocates of a core curriculum anchored in academic disciplines acknowledge that many students lack preparation for such coursework. So, they call for improvement of education in elementary and middle schools to prepare all students--rich and poor, black and white, privileged and disadvantaged--for the kind of curriculum offered at James Madison High School; and they reject all suggestions that high school standards should be lowered to accomodate inadequately prepared students. They want to raise the general level of academic performance and

resist pressures to settle for the lowest common denominator of achievement.

But are these standards of excellence fair? Will they really provide the equality of opportunity that they seem to promise? Or do they only attend to the needs of a social elite while raising inequitable obstacles to achievement by minorities and others in the "at risk" category of the student population?

Secretary Bennett responds: "If we are serious about equal opportunity in general, then we must provide equal opportunity in school. I believe that James Madison High School is a curriculum for educational opportunity, and I believe access to a school that offers it should not be an accident of where a student lives or of how much money his parents make."[7]

Quality and equalilty, excellence and equity, are seen as complementary and reinforcing elements of a sound curriculum, and not as polar opposites that require one end to be pursued exclusively. According to this view, common standards of excellence can be used to improve the performances of all individuals, thereby equitably raising the level of ability and performance of all groups and individuals in the society.

Of course, there will be significant differences in achievement based on inherent differences in individual capacities. However, these differences can be recognized and

addressed within a framework of common standards and learning experiences. All students might be provided with opportunities in school to attain knowledge and skills needed by all adults for success in their roles as workers, citizens, parents, and life-long learners. At the same time, all might have educational opportunities that attend to their individual differences in abilities, needs, and interests. Thus, quality and equality, individuality and commonality, unity and diversity might be addressed simultaneously through a core curriculum that allows for reasonable variation in response to common goals and expectations.

While recognizing the rich social pluralism and cultural diversity of our American society, core content proponents like Secretary Bennett argue for renewed emphasis on human commonalities and social unity as requisites of responsible citizenship in our constitutional democracy. There is an assumption that the common characteristics of all human beings--the traits that bind us as members of one species--are more fundamental than human differences tied to cultural variations. Furthermore, the commonalities we Americans share as citizens of one nation are presumed to outweigh the social and cultural differences that distinguish one group from another.

Secretary Bennett reminds us that "every American child has an equal claim to a common future under common laws, enjoying common rights and charged with common

responsibilities. There follows the need for common education."[8]

Bennett and others contend, however, that diversity and pluralism have been stressed in education to the detriment of commonality and unity. The "shopping mall" and the "cafeteria" have been used as metaphors for secondary school curricula that excessively attend to individual and group differences while neglecting knowledge and values that should be shared by all.[9]

According to Secretary Bennett and others, the social studies curriculum has been especially flawed by an excessive concern for diversity and variety and disregard for unity and coherence in coursework. "One common failing of American social studies curricula," says Bennett, "is the disjointed way in which they progress."[10] The consequence has been fragmentation of learning experiences and dismal performances of students on tests of knowledge in history, civics, economics, and geography.[11]

The social studies curriculum at James Madison High School is a response to the presumed problems of fragmentation, incoherence, and disregard for defensible priorities in selection and organzation of content. History, an integrative discipline that incorporates and synthesizes various subjects, is offered as the foundation of this core curriculum. Courses in the history of Western civilization and of the United States set the context for concurrent and subsequent studies of geography, civics, international

relations, economics, and other subjects.

"The central importance of history to a good education is beyond dispute," says Bennett. History "establishes the full context of modern life by connecting in time and place, the development of art, law, language, politics, commerce, and society. All Americans should know about their civilization: the chronology of its development, the ideas and traditions upon which it rests, the political system it enjoys, and the challenges it faces at home and abroad."[12]

There is a strong presumption that Americans should learn in-depth about their own civilization and its European antecedents before seeking detailed knowledge of other civilizations of our world. And there is an equally strong belief that a foundation of shared knowledge about our civilization is necessary to effective communication among diverse members of our national community and to effective participation in our constitutional democracy. Thus, this common knowledge of our heritage and contemporary institutions is viewed as an essential element of national cohesion and meaningful citizenship.

What Are the Major Strengths of This Core Curriculum?

So far, I have described the core curriculum at James Madison High School, with special attention to the social studies program. And I have discussed typical justifications for this proposed course of studies. Now, I want to offer my

views about major strengths and weaknesses of the social studies portion of this proposed core curriculum.

Let us first examine the clear-cut strengths, which include coherence, integration, and academic validity.

Coherence and integration refer to the organization of a curriculum, the extent to which all the parts fit together to comprise a meaningful whole. Content of the social studies program at Madison High School appears to be structured logically within and between courses of study. There are obvious connections between the parts of particular courses and between one course and another at different grade levels. Care also has been taken to link subjects in different fields of knowledge; for example, American history and American literature are required of all students in the tenth grade. And courses in the history of art and music are offered concurrently with the history of Western civilization.

These subject matter linkages are critical elements of effective teaching and learning. Knowledge presented discretely, as isolated ideas or pieces of information, has limited utility. By contrast, the integration of knowledge contributes to comprehension, retention, and transfer of learning in school from one subject to another.

Academic validity, the accuracy and integrity of course content, also appears to be a major strength of this curriculum. Courses are anchored in the academic disciplines of history, geography, and political science, and content is

supposed to be free of the biases or special pleading of interest groups or ideologies.

Additional strengths of this curriculum are its balanced approach to content and cognitive processes, emphasis on intellectually-active learning, and development of cultural literacy through disciplined-based studies in history, geography, and civics.

A sound curriculum involves continuous and systematic blending of content and process, of the acquisition and application of knowledge. Content is more likely to be learned in-depth and remembered in time if learners are required to interact with it--to interpret, analyze, synthesize, and evaluate knowledge, not merely to receive it.[13]

However, the obvious importance of intellectually-active learning can lead one to the educational fallacy of formalism; this is the error of overemphasizing formal thinking processes to the point of disregarding content that is used by learners to develop intellectual capacities.[14] Knowledge becomes merely a means to achievement of cognitive skills; so it is very difficult to make a case for any body of content as fundamentally important or essential in the general education of citizens. Indulging in this fallacy leads educators to say (as one did recently in an article in Education Week): "Stop thinking in terms of content and start thinking in terms of intellectual habits."[15]

Of course, the opposite extreme, overemphasis on content to the point of obscuring or ignoring higher-level learning and cognition, is also an error, which is perpetrated by those who believe that good education consists only in transmitting certain facts to all students.[16] Educators who persist in this fallacy ought to heed the advice of Mortimer Adler, who reminds us that "all genuine learning is active, not passive. It involves the use of the mind, not just the memory."[17]

A great strength of the curriculum at James Madison High School is the treatment of content and cognitive processes in concert and the clear message that some bodies of knowledge are more valuable than others in general education for citizenship in our constitutional democracy. In the social studies curriculum at Madison High, for example, content in the history of Western civilization and the United States is deemed essential for the citizenship education of American students.[16] However, this content is not to be passively absorbed by thoughtless students; rather, there is a persistent emphasis on development of skills in thinking, writing, and speaking in terms of this preferred content. In particular, students must work with originial texts, the great public documents and other primary source materials that provide grist for analytical and critical thinking about history and current events. Furthermore, there is an unusual stress on reflection and discourse about ideas that have

shaped our civilization, especially the civic principles that undergird our heritage of constitutional democracy.

The content priorities at Madison High School--especially the social studies courses--are supposed to contribute substantially to cultural literacy--the acquisition of knowledge needed for effective participation in a community.[18] If so, this is a great strength, because widespread cultural literacy meets basic needs of both individuals and their society. Cultural literacy is a characteristic of enduring civilizations and of thriving individuals in the civilization, who are enabled to succeed through mastery of the core ideas and skills of the civilization. Americans who lack cultural literacy are critically handicapped, as is the culture which may not survive a generation that fails to know it and value it.

What Are the Weaknesses of This Core Curriculum?

In summary, major strengths of the Madison High School curriculum include coherence, integration, and academic validity. Furthermore, I strongly approve the balanced treatment of content and cognitive processes, the emphasis on intellectually-active learning of core content, and the commitment to cultural literacy for all students. Finally, the goals of this course of study are most commendable. However, there are shortcomings in this proposed curriculum, which must be addressed if the goals are to be achieved.

What are the obvious weaknesses? They involve limitations in content coverage and in flexibility.

The content priorities of the Madison High School social studies curriculum are justifiable, but there are at least three serious omissions in the core curriculum: (1) science and technology as social forces, (2) economics in history and government, and (3) studies of non-Western cultures.

The social studies curriculum at Madison High School is supposed to foster cultural literacy, but course descriptions fail to mention science and technology as powerful shapers of our American civilization and of the modern world. During the past five hundred years, science and technology have been fundamental elements of Western civilization, including America, and powerful forces for social change. Furthermore, the most critical social issues of our times are those arising from advances in science and technology. So, if young Americans are to become culturally literate, then they must understand and value modern science and technology as primary contributors to development of the United States. They must learn about science and technology in the history of Western civilization and the United States. And they must be aware of and be able to respond intelligently to science-related social issues in America and around the globe.[19]

Economics is another important subject that should be emphasized in a core curriculum in order to develop cultural

literacy and responsible citizenship. However, the required courses in Western civilization and American history do not include topics in economic history. Economics is also missing from the required courses in American government and international relations. These flaws could be remedied by addressing economic issues and themes in the history courses and by teaching about relationships of government and economics in the making of public policies. The course in international relations, which treats comparative governments, could also include lessons on comparative economic systems.[20]

A third and final content omission in the core curriculum of Madison High School is systematic and detailed study of non-Western civilizations or cultures. A reality of today's world is the interconnectedness of peoples and places around the globe. Failure of Americans to know about economic, political, and cultural connections of the United States and other parts of the world, including the non-Western parts, could mean failure to exercise world leadership in the next century or inability to compete effectively in world markets. One way to correct this omission would be to convert the required course in Western civilization to a course in world history, which might emphasize study of the West, but would include substantial coverage of non-Western peoples. Another possibility is to make room for one-unit of study on a non-Western civilization

in the Western civilization course. Students could be required to compare and contrast major characteristics of Western civilization with this non-Western example. A third possibility is to include cases about non-Western governments and economies in the one-semester course in international relations.[21]

A final weakness of the core curriculum at Madison High School is insufficient flexibility. There is some recognition that varied teaching strategies, learning materials, and conditions of teaching and learning might be used to attain common and unchanging educational goals, and this is laudable. However, there is not enough emphasis on flexibility in methods of teaching and presentation of course content to fit various needs and characteristics of individuals of differing abilities and socio-economic backgrounds, all of whom are expected to meet common educational standards.[22]

It may be that revolutionary changes in the ways school are organized and instruction is delivered will be required in order to make the goals of the Madison High School curriculum attainable by virtually all students. This point was made recently by Albert Shanker, President of the American Federation of Teachers. Shanker praised the goals of Secretary Bennett's core curriculum and then urged educators to think and act flexibly about how to restructure our traditional systems of delivering instruction.

Shanker wrote: "Secretary Bennett needs to ask whether the goals he proposes aren't so important that we need to implement revolutionary changes in our schools necessary to bring them about. . . . We need to change the conditions and structures in the vast majority of our schools that are now barriers to learning for far too many of our children. We need to go beyond the rigid 7-period day, 45-minute period for everyhone that Bennett advocates--to varied groupings, peer tutoring, greater use of technology and more flexible programming and school calenders.

"The curriculum of James Madison High School offers impressive ends to education. But, for most teachers, the means continue to be the real problem."[23]

Among these means ought to be vastly improved pre-high school programs for all students to prepare them adequately for the challenges of a James Madison High School.

Criticisms about insufficient attention to flexibility in strategies of teaching and in conditions of learning should not be used as excuses to ignore the worthwhile ideas of high school core curriculum proposals or to indefinitely postpone efforts to implement them. However, these criticisms can remind us to be cautious in our short-run expectations about student achievement and to be innovative in our long-range thinking about how to improve upon the ways we attend to the significant differences of students in our pluralistic society.

What Continuing Issues Are Raised by This Core Curriculum?

In my view, the strengths of the Madison High School curriculum far exceed the weaknesses; in particular, I support the goals and most of the content priorities of the proposed social studies program. However, I recognize that many educators might reasonably disagree, more or less, with this core content proposal; and I know that many others are totally opposed to the notion of an academic core curriculum. I strongly endorse this ongoing public debate about the ends and means of education in our society.

In particular, I believe that Secretary Bennett's James Madison High School: A Curriculum for American Students ought to be widely read and discussed by supporters and opponents. Questions raised by this kind of core curriculum proposal ought to command our attention in the years ahead. Here are a few examples of the critical issues that should continue to concern us.

Is it realistic to believe that a rigorous core curriculum anchored in academic disciplines can be mastered by virtually all students? There are many educational leaders who doubt that the standards of a James Madison High School can be attained by more than 25 to 30 percent of American high school students. The burden of proof is on the core curriculum proponents, who still must demonstrate the validity of their highly optimistic assumptions about the capabilities of disadvantaged students. Thus, we should

carefully evaluate the efforts of big-city school systems, such as the one in Philadelphia, which are attempting to carry out curriculum reforms that are compatible with the James Madison High School model.[24] Will these curriculum reforms be pervasively successful in an urban setting?

And what if the lofty goals of James Madison High School are somehow attainable by the masses of American students? Is this outcome desirable?

Many critics of the academic core curriculum believe that it lacks social and personal utility; they argue that this type of curriculum has little or no relevance to the job-related needs or interests of the majority of students; and they oppose it for not directly addressing current social problems or concerns for psychological and social adjustment. Furthermore, many of these critics oppose the Madison High School curriculum as elitist and unsuitable for the masses of students in a democractic society. Finally, other critics reject the idea of a common national culture and therefore oppose a curriculum that would maintain and strengthen this kind of culture.

Is it possible to convince the great majority of Americans to accept academically-based common learning of the type that is represented by James Madison High School? Will the public endorse for all students the sort of curriculum usually provided for an intellectual and social elite? And what if most of our citizens will not come around

to support for the Madison High School kind of curriculum Can an academic core curriculum be implemented pervasively, and required of all students, without vast public support?

Issues and questions like these, which permeate public discussion about educational reform, indicate that we will continue to think long and hard about our priorities in teaching and learning. Is the James Madison High School curriculum a desirable response to questions about what should be taught and learned in high school? Is this kind of curriculum suitable for virtually all students in the United States? These are critically important questions for all Americans to ponder, because the answers will profoundly affect the destiny of our American nation.

Notes

1. Ernest L. Boyer, High School: A Report on Secondary Education in America (New York: Harper & Row, 1983), 302.
2. Ian McNett, Charting a Course: A Guide to the Excellence Movement in Education (Washington, DC: Council for Basic Education, 1984); Task Force on Education for Economic Growth, Action for Excellence (Denver: Education Commission of the States, 1983); College Entrance Examination Board, Academic Preparation for College (New York: College Board, 1983); Research and Policy Committee, Investing in Our Children: Business and the Public Schools (New York: Committee for Economic Development, 1985).

3. William J. Bennett, James Madison High School: A Curriculum for American Students (Washington, DC: U.S. Department of Education, 1987).

4. James Madison, "Letter to W.T. Barry, August 4, 1822." Quoted in Adrienne Koch, editor, The American Enlightenment (New York: George Braziller, 1965), 466.

5. William J. Bennett, James Madison High School, 7.

6. Ibid., 4.

7. Ibid., 7.

8. Ibid., 6.

9. Arthur G. Powell, Eleanor Farrar, and David K. Cohen, The Shopping Mall High School (Boston: Houghton Mifflin Company, 1985); National Commission on Excellence in Education, A Nation at Risk (Washington, DC: U.S. Department of Education, 1983), 18.

10. William J. Bennett, James Madison High School, 20.

11. Various national assessments of knowledge have been conducted during the 1980s, which indicate serious deficiencies in knowledge of secondary school students about history, geography, economics, and civics; see the following sources for documentation: Diane Ravitch and Chester E. Finn, Jr., What Do Our 17-Year-Olds Know? A Report on the First National Assessment of History and Literature (New York: Harper & Row, 1987); Steven L. Miller, Economic Education for Citizenship (Bloomington, IN: ERIC/ChESS in association with the Foundation for Teaching Economics, 1988; National

Assessment of Educational Progress, Citizenship and Social Studies Attainment of Young Americans, 1981-82 (Denver: Education Commission of the States, 1983; Lloyd H. Elliott, "President Grosvenor announces the National Geographic Society Education Foundation," National Geographic 173 (March 1988): 329a-329d.

12. William J. Bennett, James Madison High School, 20. Bennett's argument for the importance of history in the core curriculum is supported by (among many others) the History-Social Science Curriculum Framework and Criteria Committee, History-Social Science Framework for California Public Schools Kindergarten Through Grade Twelve (Sacramento: California State Board of Education, 1988), 2-8; 12-13; in addition see Lynne V. Cheney, American Memory: A Report on the Humanities in the Nation's Public Schools (Washington, DC: National Endowment for the Humanities, 1987).

13. Catherine Cornbleth, "Critical Thinking and Cognitive Processes," in William b. Stanley, editor, Review of Research in Social Studies Education: 1976-1983 (Washington, DC: National Council for the Social Studies in associatin with ERIC/ChESS, 1985), 11-63.

14. Elliot W. Eisner and Elizabeth Vallance, "Five Conceptions of Curriculum" in Eisner and Vallance, editors, Conflicting Conceptions of Curriculum (Berkeley: McCutchan Publishing Corporation, 1974), 14-16.

15. Grant Wiggins, "10 Radical Suggestions for School Reform," Education Week (9 March 1988): 28.

16. Elliot Eisner and Elizabeth Vallance, "Five Conceptions of Curriculum," 15.

17. Mortimer Adler, The Paideia Proposal (New York: Macmillan Publishing Company, 1982), 23.

18. E.D. Hirsch, Jr., Cultural Literacy: What Every American Needs To Know (Boston: Houghton Mifflin Company, 1987).

19. Faith M. Hickman, John J. Patrick, and Rodger Bybee, Science/Technology/Society: A Framework for Curriculum Reform in Secondary School Science and Social Studies (Boulder, CO: Social Science Education Consortium, 1987), 5-13; 37-44.

20. Steven L. Miller, Economic Education for Citizenship.

21. Study Commission on Global Education, The United States Prepares for Its Future: Global Perspectives in Education (New York: Global Perspectives in Education, Inc., 1987).

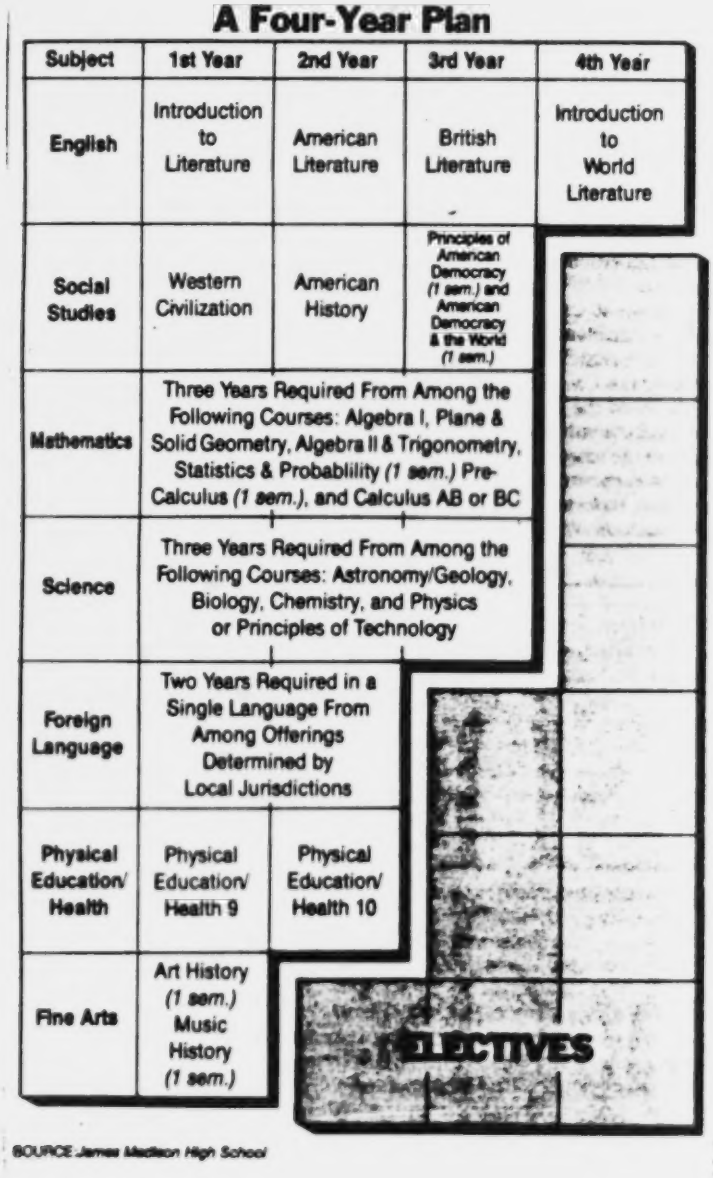
22. Trustees of the Carnegie Foundation for the Advancement of Teaching, An Imperiled Generation (New York: Carnegie Foundation, 1988).

23. Albert Shanker, "Good Ends Need Better Means," New York Times (3 January 1988): 9.

24. Robert Rothman, Philadelphia Curriculum Raises Teacher 'Autonomy' Issue" Education Week (23 March 1988): 1, 20; authors of the new Carnegie Foundation report, An Imperiled Generation, say: "Equality of opportunity, along with the support to make it real and not merely rhetorical, must be seen as the unfinished agenda for the nation's schools."

APPENDIX

OVERVIEW OF THE CURRICULUM AT JAMES MADISON HIGH SCHOOL


A Four-Year Plan
Subject
1st Year
2nd Year
3rd Year
4th Year
English
Introduction to Literature
American Literature
British Literature
Introduction to World Literature
Social Studies
Western Civilization
American History
Principles of American Democracy (1 sem.) and American Democracy & the World (1 sem.)
Mathematics
Three Years Required From Among the Following Courses: Algebra I, Plane & Solid Geometry, Algebra II & Trigonometry, Statistics & Probablility (1 sem.) Pre-Calculus (1 sem.), and Calculus AB or BC
Science
Three Years Required From Among the Following Courses: Astronomy/Geology, Biology, Chemistry, and Physics or Principles of Technology
Foreign Language
Two Years Required in a Single Language From Among Offerings Determined by Local Jurisdictions
Physical Education/ Health
Physical Education/ Health 9
Physical Education/ Health 10
Fine Arts
Art History (1 sem.) Music History (1 sem.)
ELECTIVES
SOURCE James Madison High School

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APPENDIX

DESCRIPTIONS OF REQUIRED COURSES IN THE SOCIAL STUDIES CURRICULUM OF JAMES MADISON HIGH SCHOOL*

Social Studies: History, Geography, Civics

Western Civilization (9th grade). A general survey of Western civilization from its beginnings through the early 20th century. Includes a brief review of classical Greece and Rome; the development of Judaism and Christianity; Medieval Europe; the rise of islam; the Renaissance; the Reformation; the age of commerce, colonies, and discovery; the Enlightenment; the American and French Revolutions; the industrial revolution in England; nationalist and unification movements in 19th century Europe; Western imperialism; and great power conflicts before World War I. Knowledge of geography should be emphasized. Writing assignments are made throughout. Where possible, students also discuss literary and artistic developments. One year, required.

American History (10th grade). A general survey history of the United States from European discovery through the present. Includes attention to colonial America; the American Revolution and the rise of American political thought; the Federalist and Republican eras; westward

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*Taken from William J. Bennett, James Madison High School: A Curriculum for American Students (Washington, DC: U.S. Department of Education, 1987).

expansion; Jacksonian democracy; manifest destiny; slavery; the Civil War; Reconstruction; the Gilded Age; immigration; America as a world power; the Progressive era; American participation in World War I; the 1920s; the Depression; the New Deal; the United States in World War II; and domestic issues since 1945. Knowledge of geography should be emphasized. Writing assignments are made throughout. One year, required.

Principles of American Democracy (11th grade, 1st semester). Fundamentals of American government and political philosophy. Includes attention to the structural development of the modern federal and state governments; the idea of federalism; the rise of the party system; electoral, legislative, and judicial processes; the presidency; and the history of major constitutional questions, especially as treated by the Supreme Court. Includes detailed study of the intellectual roots of the American Revolution and Declaration of Independence, the Philadelphia Convention and the Constitution, and readings from The Federalist, the Gettysburg Address, Martin Luther King Jr.'s "Letter From A Birmingham Jail," and other speeches and essays by American statesmen. Writing assignments are made throughout, and a researach paper is required. One semester, required.

American Democracy and the World (11th grade, 2nd semester). American democracy and its rivals in the 20th century. Topics covered may include World War I; revolution in Russia; the rise of totalitarianism; World War II; the postwar reconstruction of Europe; the Soviet Union as a world power; the United Nations; Israel in the Middle East; NATO, the cold war, the Truman Doctrine, and containment of communism; the Warsaw Pact and the partition of Europe; the Korean War; the Sino-Soviet rift; the Berlin blockade and airlift; the Cuban missle crisis; Vietnam; detente and arms control; the United States and the Soviet Union in the Third World; democracy as a goal of American security, trade, and foreign aid policy; and political conditions today in Europe, the Middle East, Africa, Latin America, Asia, and the Soviet Union. Writing assignments are made throughout, including a research paper. Students should become familiar with the contemporary world map and changing political boundaries since 1945. One semester, required.

Electives. Schools will want to offer a fourth year of history to students interested in advanced or supplementary topics (e.g., non-Western history and economics). Senior electives should be drawn from subjects of recognized importance and should be of appropriate disciplinary rigor.